

Five Domains of Indicators—All Campus Types*			
	Domain One	Domain Two	Domain Three
Indicators	<ul style="list-style-type: none"> • STAAR <ul style="list-style-type: none"> ▪ Phase-in Level II Percentage of students who met performance standard aggregated across grade levels by subject ▪ College Readiness Percentage of students who met college readiness performance standard aggregated across grade levels by subject • STAAR Alternate 2 Percentage of students who met performance standard aggregated across grade levels by subject 	<ul style="list-style-type: none"> • STAAR <ul style="list-style-type: none"> ▪ Phase-in Level II Percentage of students who met standard for annual improvement aggregated across grade levels by subject ▪ College Readiness Percentage of students who met standard for annual improvement aggregated across grade levels by subject • STAAR Alternate 2 Percentage of students who met standard for annual improvement aggregated across grade levels by subject 	<ul style="list-style-type: none"> • Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds
Proportion of Overall Rating	The ratings for each of the first three domains combine to account for 55% of the overall rating. House Bill 2804, however, did not prescribe how each of the three domains are to be individually weighted to calculate the combined 55%.		

*Domains One, Two, Three, and Five are identical for high schools, middle schools/junior high schools, and elementary schools.

Five Domains of Indicators—High Schools		
	Domain Four	Domain Five
Indicators	<ul style="list-style-type: none"> • Dropout rate • Graduation rate • Percentage of students who do at least one of the following: <ul style="list-style-type: none"> ▪ Complete the requirements for FHSP distinguished level of achievement ▪ Complete the requirements for an endorsement ▪ Complete a coherent sequence of CTE courses ▪ Satisfy the TSI benchmark ▪ Earn at least 12 hours of postsecondary credit ▪ Complete an AP course ▪ Enlist in the armed forces* ▪ Earn an industry certification* • Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers* 	<ul style="list-style-type: none"> • Three indicators from the following list, as chosen by each district and campus: <ul style="list-style-type: none"> ▪ fine arts ▪ wellness and physical education ▪ community and parental involvement, such as <ul style="list-style-type: none"> • opportunities for parents to assist students in preparing for assessments under Section 39.023, • tutoring programs that support students taking assessments under Section 39.023, and • opportunities for students to participate in community service projects ▪ the 21st Century Workforce Development program ▪ the second language acquisition program ▪ the digital learning environment ▪ dropout prevention strategies ▪ educational programs for gifted and talented students
Proportion of Overall Rating	10% for graduation rate, 25% for all other indicators, for a total of 35%	10%

*Requires new data collection

Five Domains of Indicators—Middle Schools and Junior High Schools		
	Domain Four	Domain Five
Indicators	<ul style="list-style-type: none"> • Student attendance • Dropout rate • Percentage of seventh and eighth grade students who receive instruction in preparing for high school, college, and career, as mandated by HB 18 (84th Texas Legislature, 2015)* • Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers* 	<ul style="list-style-type: none"> • Three indicators from the following list, as chosen by each district and campus: <ul style="list-style-type: none"> ▪ fine arts ▪ wellness and physical education ▪ community and parental involvement, such as <ul style="list-style-type: none"> • opportunities for parents to assist students in preparing for assessments under Section 39.023, • tutoring programs that support students taking assessments under Section 39.023, and • opportunities for students to participate in community service projects ▪ the 21st Century Workforce Development program ▪ the second language acquisition program ▪ the digital learning environment ▪ dropout prevention strategies ▪ educational programs for gifted and talented students
Proportion of Overall Rating	35%	10%

*Requires new data collection

Five Domains of Indicators—Elementary Schools		
	Domain Four	Domain Five
Indicators	<ul style="list-style-type: none"> • Student attendance • Any additional indicators of student achievement not related to performance on standardized assessments, as determined by the commissioner in consultation with educators, parents, business and industry representatives, and employers* 	<ul style="list-style-type: none"> • Three indicators from the following list, as chosen by each district and campus: <ul style="list-style-type: none"> ▪ fine arts ▪ wellness and physical education ▪ community and parental involvement, such as <ul style="list-style-type: none"> • opportunities for parents to assist students in preparing for assessments under Section 39.023, • tutoring programs that support students taking assessments under Section 39.023, and • opportunities for students to participate in community service projects ▪ the 21st Century Workforce Development program ▪ the second language acquisition program ▪ the digital learning environment ▪ dropout prevention strategies ▪ educational programs for gifted and talented students
Proportion of Overall Rating	35%	10%

*Requires new data collection

A-F Ratings	
Ratings	<ul style="list-style-type: none"> • Assigned to <ul style="list-style-type: none"> ▪ each domain for a campus, ▪ each campus for overall performance, ▪ each domain for a district, and ▪ each district for overall performance.
Reflections	<ul style="list-style-type: none"> • A = exemplary performance • B = recognized performance • C = acceptable performance • D = unacceptable performance • F = unacceptable performance
Restrictions	<ul style="list-style-type: none"> • A district cannot receive an overall or domain rating of <i>A</i> if one of its campuses has a corresponding overall or domain rating of <i>D</i> or <i>F</i>. • Repeated ratings of <i>D</i> or <i>F</i> for a campus or district in any one domain will be reflected in the overall rating.

Texas Commission on Next Generation Assessments and Accountability

Purpose	<p>To develop and make recommendations for new systems of student assessment and public school accountability to address the following:</p> <ul style="list-style-type: none"> ▪ The purpose of a state accountability system and the role of student assessment in that system ▪ Opportunities to assess students that <ul style="list-style-type: none"> • provide actionable information for a parent or person standing in parental relation to a student, an educator, and the public; • support learning activities; • recognize application of skills and knowledge; • measure student educational growth toward mastery; and • value critical thinking. ▪ Alignment of state performance standards with college and career readiness requirements in collaboration with the Texas Workforce Commission and Texas Higher Education Coordinating Board ▪ Policy changes necessary to enable a student to progress through subject matter and grade levels on demonstration of mastery ▪ Policy changes necessary to establish a student assessment and public school accountability system that meets state goals, is community based, promotes parent and community involvement, and reflects the unique needs of each community
Deliverable	A report to the governor and legislature that recommends statutory changes to improve systems of student assessment and public school accountability
Deadline	September 1, 2016

Texas Commission on Next Generation Assessments and Accountability (continued)

<p>Membership</p>	<p>The commission will have 15 members:</p> <ul style="list-style-type: none"> ▪ Four members appointed by the governor ▪ Three members appointed by the lieutenant governor ▪ Three members appointed by the speaker of the house of representatives ▪ The chair of the senate committee on education or a designated representative ▪ The chair of the senate committee on higher education or a designated representative ▪ The chair of the house committee on public education or a designated representative ▪ The chair of the house committee on higher education or a designated representative ▪ A member of the State Board of Education, as designated by the chair of that board <p>The ten members appointed by the governor, lieutenant governor, and speaker of the house must include</p> <ul style="list-style-type: none"> ▪ a parent or person standing in parental relation to a student enrolled in the public school system; ▪ an educator in the public school system; ▪ an educator in a school district that is a participant in the Texas High Performance Schools Consortium; ▪ a member of the business community; ▪ a member of the civic community; ▪ a leader in student assessment development and use; and ▪ a leader in research concerning student assessment and education outcomes.
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House Bill 2804 Implementation	
Timeline	<ul style="list-style-type: none"> <li style="margin-bottom: 10px;">▪ Fall 2015–Summer 2016: Texas Commission on Next Generation Assessments and Accountability meets <li style="margin-bottom: 10px;">▪ September 1, 2016: Texas Commission on Next Generation Assessments and Accountability delivers report to governor and legislature <li style="margin-bottom: 10px;">▪ December 1, 2016: TEA adopts a set indicators for A–F ratings <li style="margin-bottom: 10px;">▪ January 1, 2017: TEA releases report showing the rating that each district and campus would have received for the 2015–16 school year if the A–F rating system had been in place <li style="margin-bottom: 10px;">▪ Summer 2017: Districts and campuses report to TEA which three indicators will be used for Domain 5 and the criteria that will be used to measure performance in those indicators <li style="margin-bottom: 10px;">▪ Spring 2018: Districts and campuses assign to themselves an overall rating of <i>A, B, C, D, or F</i> for Domain 5 and a rating for each of the three indicators used for Domain 5 <li style="margin-bottom: 10px;">▪ August 15, 2018: Each district and campus is assigned an overall rating of <i>A, B, C, D, or F</i> and a rating for each domain beginning with the 2017–18 school year